DOCUMENT RESUME

ED 471 882 EC 309 333

AUTHOR	Trohanis, Pascal L.
TITLE	Progress in Providing Services to Young Children with Special Needs and Their Families: An Overview to and Update on the Implementation of the Individuals with Disabilities Education Act (IDEA). NECTAC Notes.
INSTITUTION	National Early Childhood Technical Assistance Center, Chapel Hill, NC.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO	NECTAC-12
PUB DATE	2002-08-00
NOTE	20p.
CONTRACT	ED-01-CO-0112;H024A-60001-96
AVAILABLE FROM	National Early Childhood Technical Assistance Center (NECTAC), CB# 8040, University of North Carolina-Chapel Hill, Chapel Hill, NC 27599-8040. Tel: 919-966-8426; Tel: 919-843-3269 (TDD); Fax: 919-966-7463; e-mail: nectac@unc.edu; Web site: http://www.nectac.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Agency Cooperation; Coordination; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Legislation; *Federal Legislation; *Financial Support; National Surveys; Parent Participation; Preschool Education; *Public Policy; Special Education; Statistical Data; Technical Assistance
IDENTIFIERS	*Individuals with Disabilities Educ Act Amend 1997; Individuals with Disabilities Education Act Part C

ABSTRACT

This paper discusses three Federal programs related to the Individuals with Disabilities Education Act (IDEA): (1) Part C, the Program for Infants and Toddlers with Disabilities; (2) Section 619 of Part B, the Preschool Grants Program; and (3) Part D, National Activities to Improve Education of Children with Disabilities. An overview of each of these programs is provided, followed by an outline of major accomplishments to date and a list of selected resources. The paper is intended to orient individuals involved with State Part C, Section 619, State Interagency Coordinating Councils (ICCs), State Special Education Advisory Panels, Steering Committees for Continuous Improvement Monitoring, Early Childhood Projects, State TA and parent programs, their colleagues and constituencies. It may also be useful for staff development of local service personnel, inservice education for state ICCs or state education advisory panel members, and public awareness for target audiences. The paper includes references, data tables, organizational charts, and a list of additional resources. (Author/SG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 471 882

Progress in Providing Services to Young Children with Special Needs and Their Families: An Overview to and Update on the Implementation of the Individuals with Disabilities Education Act (IDEA)
NECTAC Notes

By

Pascal L. Trohanis

August 2002/Issue No. 12

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 309333

BEST COPY AVAILABLE

EC309333

national early childhood TA Center

IDEAs ☆ partnerships ☆ results

NECTAC Notes
Issue No. 12
August 2002

Progress in Providing Services to Young Children with Special Needs and Their Families:

An Overview to and Update on the Implementation of the Individuals with Disabilities Education Act (IDEA)

by Pascal L. Trohanis

With bipartisan support, the 105th Congress enacted and President William Clinton signed into law P.L. 105-17, the Amendments to the Individuals with Disabilities Education Act (IDEA), on June 4, 1997. At the signing ceremony, the president said:

> *Every American citizen is a person of dignity and worth, having a spirit and a soul, and having the right to develop his or her full capacities. Because of IDEA, disabled children all over America have a better chance to reach that capacity.*

These amendments reauthorized the IDEA and updated a rigorous national agenda to increase services and improve results for children and youth with special needs, birth through 21 and their families. Several factors fueled the agenda for young children. These included the needs of children and families, the documented benefits of early intervention and preschool services, and the unique role of families not only in the development of their children but also in policy development and service provision processes. A multiplicity of responsive, appropriate, inclusive and high-quality services was recommended within a new environment of accountability and positive results. Collaboration and coordination among existing federal, state and local agencies were considered critical to this process.

See Figure 1 for a timeline of the historical evolution of IDEA and its relationship to other federal initiatives related to services to young children with special needs.

IDEA contains numerous initiatives, including state-grant assistance, research, training, educational technology, demonstration, outreach and technical assistance. Three major portions of IDEA have been critical to the expansion and improvement of services to infants, toddler and preschoolers:

- ★ Part C, the Program for Infants and Toddlers with Disabilities
- ★ Section 619 of Part B, the Preschool Grants program
- ★ Part D, National Activities to Improve Education of Children with Disabilities

Continued...

This paper provides an overview of these three IDEA programs, followed by an outline of major accomplishments to date and a list of selected resources. It is intended to orient individuals involved with State Part C, Section 619, State Interagency Coordinating Councils (ICCs), State Special Education Advisory Panels, Steering Committees for Continuous Improvement Monitoring, Early Childhood Projects, state TA and parent programs, their colleagues and constituencies. This paper may be useful for staff development for local service personnel, inservice education for state ICCs or state education advisory panel members, and public awareness for target audiences.

Program Overviews

Program for Infants and Toddlers with Disabilities (Part C)

The Program for Infants and Toddlers with Disabilities, which began in 1986, created a voluntary program to give states and jurisdictions funds to plan, develop and implement a statewide system of comprehensive, coordinated, multidisciplinary and interagency programs for all eligible young children with disabilities, birth through 2.

States participating in Part C phased it in over a 5- to 7-year period and tailored programs for their own needs and characteristics. Thus, there is a variation in the way states or jurisdictions have designed family-centered, responsive, collaborative, culturally competent and high-quality service systems with emphasis on natural settings. These early intervention systems and services address the developmental needs of children with disabilities in one or more developmental area: physical, cognitive, communication, social/emotional and adaptive development. Multiple funding sources have been tapped to help implement these services in natural environments. Each system must include, at minimum, 16 required components. *(See Table 1 for the Minimum Components.)*

The governor of each state or jurisdiction must appoint a lead agency to plan and oversee the operation of the comprehensive system. *(See Table 2 for a list of Part C lead agencies.)* Additionally, each governor appoints an ICC to advise and assist the state's lead agency. Each ICC has an appointed chairperson and is composed of various agency, legislative, university and parent representatives, and service providers. At least 20 percent of the members must be parents of infants, toddlers or children under 12 with disabilities.

The U.S. Department of Education distributes money to states for collaborative systems planning, policy development and implementation of programs for infants and toddlers who have disabilities, developmental delays or, at a state's discretion, for infants and toddlers at risk of substantial developmental delays.

These grants may be used for direct services to children who are not otherwise provided for by other public or private sources. Also, these monies may help start, expand or improve collaborative efforts for at-risk youngsters or may expand and improve existing services delivered by qualified personnel. *(See Table 3 for a list of the array of services that can be provided under Part C.)* Congress appropriated $50 million for the first year (1987) of this multi-year initiative and commitment. For the federal fiscal year 2002, Congress appropriated $417 million. *(See Table 4 for State Part C Grant Awards for fiscal year 2002.)*

Grants to states are determined by using a census formula that includes the state's overall birth-through-2 population. Money is also allocated for outlying areas and to the Secretary of the Interior and its Bureau of Indian Affairs for eligible tribes or tribal organizations. As of August 30, 2001, eligible Part C states reported offering early intervention services to about 230,418 infants and toddlers or about 1.99% of America's birth through 2 population.

Part C of the federal IDEA statute establishes a Federal Interagency Coordinating Council (FICC), which is charged with ensuring coordination and cooperation of policies and programs across federal agencies affecting children birth through 5. The FICC has diverse membership. It includes parents, ICC chairs, representatives of federal and state agencies and others who provide services. Parents of children with disabilities age 12 and under constitute at least 20 percent of the council members, of whom at least one member must have a child with a disability under 6. The Secretary of Education makes all member appointments. The council meets quarterly in Washington, DC.

Preschool Grants Program (Section 619 of Part B)

Section 619 of Part B, amended in 1986, created enhanced incentives so that all states could provide a free appropriate public education (FAPE) to all 3-through-5-year-olds with disabilities by school year 1991-92. *(See Table 3 for the array of services that can be provided under Part B.)* As of 2001, all states, DC and outlying areas are making available FAPE, which include variations in programs for children and family services. *(See Table 5 for the years in which states and jurisdictions adopted a policy to provide FAPE.)*

All other requirements of a state's Part B plan for special education and related services—such as Individualized Education Program (IEP), due process, nondiscriminatory testing and evaluation, and placement in the least restrictive environment—must be implemented.

The U.S. Department of Education makes formula grants to state educational agencies (SEAs) to implement this program through local educational agencies and other contracted community service agencies. Congress appropriated $180 million for the first year (1987) of this program and $390 million for fiscal year 2002. *(See Table 4 for preschool Grant Awards for fiscal year 2002.)* Grants are formulated by considering a base allocation plus state census and state poverty variables. The SEAs allocate these funds, using another distribution formula, to local school districts for direct services to preschoolers. These funds supplement other state and local funds to ensure that all eligible preschool-age children receive FAPE.

As of August 30, 2001, all states, D.C. and Puerto Rico reported serving 598,922 children. This represents 5.04% of all 3- through 5-year olds in the U.S.

The growth in the number of children served under the Preschool Grants Program—from 261,000 in 1986 to 598,922 as of August 2001—attests to states' and local communities' commitments to this program and its success in reaching eligible children and their families. *(See Figure 2 for general Section 619 budget information and for figures showing the growth of the national 3- through 5-year-old child counts.)*

National Activities (Part D)

Part D, which amended and consolidated previous portions of the IDEA, authorizes a variety of activities to help states and local communities facilitate systemic change toward improvement and positive results for children, youth and families, from birth through 21. These activities include research, training and professional development, parent training and information centers, demonstration and outreach projects, state improvement projects, dissemination, technical assistance and technology applications. Often called "discretionary projects," these are supported by competitive federal grants, cooperative agreements or contracts by the U.S. Department of Education.

As of September 1, 2001, there are about 220 early childhood projects nationwide, including model demonstrations, research institutes, inservice and preservice training, outreach and technical assistance. Collectively, they are generating new knowledge and practices involving effective service-delivery mechanisms that are responsive to the changing needs of diverse populations of young children with special needs and their families. The early childhood projects have also promoted family involvement.

These projects have been enormously successful in stimulating state and local services and in producing concrete results. Their products include innovative intervention models, curricula, assessments and training materials, and have been disseminated widely, even to international audiences. For example, 80-89% of these comprehensive, community-based projects have continued to provide services after their federal grant period. These early childhood projects continue to serve an important role in our nation and should provide leadership into the future. *(See Figure 3 for an overview of the early childhood and other programs managed by the U.S. Department of Education through its Office of Special Education Programs, Early Childhood Team.)*

Additionally, several major research institutes and studies have been funded to develop new knowledge that will inform state policies and practices. Topics include increasing learning opportunities, measuring growth and development, service coordination and the effects of early intervention services.

NECTAS had been a special federally-sponsored national project that provided on-going consultation, support, assistance, dissemination and inservice

education to State Part C and Part B-Section 619 grantees and other Early Childhood projects. NECTAS also supported the work of the FICC and collaborated with other national TA and resource initiatives. This project concludes its work in 2001-2002. A new TA project, called the National Early Childhood TA Center, was funded in October 2001 by the U.S. Department of Education. The prime contractor is the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill. There are two subcontractors — the National Association of State Directors of Special Education (NASDSE) and the Parent Advocacy Coalition for Educational Rights (PACER) Center.

The U.S. Department of Education in Washington, D.C. manages the day-to-day operations for the national early childhood projects and state grant programs. In particular, the Office of Special Education and Rehabilitative Services (OSERS) and its Office of Special Education Programs (OSEP) in Washington, D.C. provides administrative guidance. *(See Figure 4 for an abbreviated organizational chart of the U.S. Department of Education, OSEP.)*

Accomplishments

Major accomplishments can be attributed to this nationwide reform that began in 1986 with the passage of P. L. 99-457, EHA. All of America's states and eligible jurisdictions, including those in the Pacific and Atlantic basins, are making progress to fulfill the broad goals of this national early intervention and early childhood initiative. In attempting to implement seamless and inclusive service systems, they use a variety of collaborative and creative strategies to address challenges posed by the early childhood provisions of the IDEA legislation.

★ **Direct services:** All states and jurisdictions have expanded direct services to infants, toddlers, and preschoolers and their families. Since the 1992-93 school year, all states and jurisdictions have ensured the provision of FAPE to all eligible 3-through-5-year-olds, which has lead to a dramatic growth in the number of children being served *(see Figure 2)*. And, since September 30, 1994, all states and eligible jurisdictions have been providing entitlement to early intervention services for children, birth through 2.

★ **Interagency collaboration:** All states and jurisdictions have or are developing coordination plans and interagency agreements with other initiatives, such as Head Start, developmental disabilities, Early Head Start, maternal and child health, child care and development, State Children's Health Insurance Plan (SCHIP), mental health, local councils for early learning, Healthy People 2010, Even Start, Medicaid, No Child Left Behind, Comprehensive School Reform Demonstration programs, Temporary Assistance for Needy Families (TANF), Community Learning Centers, and various state sponsored early childhood programs. For example, 44 SEAs have agreements with Head Start.

★ **Policies:** All states have developed policies and/or resource materials that include eligibility, service coordination, transition, least restrictive environments, natural environments, procedural safeguards, child identification, diversity, individualized family service plans and individualized education programs.

★ **Funding:** All states design and coordinate the use of multiple federal, state, and local (public and private) funding streams to enable their systems to operate more effectively and efficiently. For example, 47 states report using Medicaid to fund their state Part C programs and 33 states use this source for preschool special education and related services.

★ **Community practices:** All states are disseminating information on innovative community-level practices and procedures, which are developmentally appropriate and family centered, and on program designs and features to serve all children, including children with disabilities.

★ **Public awareness:** All states and jurisdictions have implemented plans for public awareness programs especially related to children identification activities. These include effective media campaigns and service systems with names such as "First Steps," "Early On," "Baby Net," "CAREarly," "Every Step Counts," "Growing in Beauty," and "Sooner Start."

★ **Local ICCs:** All states and jurisdictions have organizational structures and processes that support collaborative activities. This infrastructure facilitates planning and decision making, and empowers parents so that local, regional and state responsibilities can be bridged for service delivery involving public and private providers. For example, 41 states include local interagency coordinating councils (LICCs) in their Part C system and 15 SEAs support LICCs with a birth through 5 age focus.

★ **Personnel:** All states and jurisdictions are addressing the complexities of ensuring that personnel (e.g., early interventionists, teachers, occupational and physical therapists, speech-language pathologists, psychologists, paraprofessionals, special educators and nurses) are qualified for their respective roles in the comprehensive service system.

★ **Volunteer participation:** All states and jurisdictions indicate a high level of volunteer participation, including involvement in the State ICC, council task forces, and local and regional activities.

★ **At-risk services:** Nine states and jurisdictions have incorporated at-risk populations into the Part C program eligibility definitions. Several other states include children with multiple risk factors in their definition of developmentally delay.

★ **Evaluation studies:** Several states have undertaken general and targeted evaluation studies on the effectiveness of early intervention and early childhood services, cost savings, the developmental status of children and family involvement.

★ **Continuous improvement:** All states are engaged in a process of continuous improvement and monitoring, including Parts B and C of the IDEA. This initiative is seen at two levels—OSEP working with each state and each state working with its local programs to assure that positive results are occurring along with compliance to federal law. Part D programs are also involved in that they bring valuable knowledge and skills to help states solve problems and make improvements in the quality of services provided to children and families.

In closing

Congress, through the reauthorization of IDEA (P.L. 105-17), has sharpened our national agenda for change toward positive outcomes and results. This revitalized agenda seeks to expand the opportunities and benefits of early intervention and preschool services to many more young children with special needs and their families in all of our nation's villages, towns, cities, tribes, and communities—from Maine to Guam and from Alaska to Puerto Rico.

This legislative agenda marks another important step in Congress' willingness and collaboration with the president and others to address the needs of people with disabilities and their families. As an OSERS publication reflected at the 25th anniversary of the IDEA in 2000: *In the 1997 reauthorization, IDEA was improved to ensure both that the fundamental objectives of the law are more likely to be achieved and that the existing rights and protections for children and their families are preserved and maintained.* (p.4)

In particular, Congress has encouraged states and jurisdictions to enhance children's development, maximize inclusive practices, and support and collaborate with families as partners throughout the planning and provision of services. All states and eligible jurisdictions have actively responded to this national agenda. This federal-state-local partnership has created a positive framework for comprehensive service systems. Local service systems and structures have been planned, developed, and are now operational.

A parent of a child with disabilities reminds us that early childhood services can be effective:

> *Services early in the life of children with special needs gives them an extra boost that, in many cases, will allow them to lead a more normal life as they grow older. It is very likely that little effort up front with young children will result in a much lower need for services as the child progresses through the education system to adult life.*
>
> Personal communication, January 1995

However, challenges remain as the IDEA is implemented. These include personnel development, financing of services, child identification and assessment, inclusion, early literacy, family involvement, social-behavioral challenges, transition, autism services, and program evaluation.

The Congress and Executive Branch have begun the next reauthorization process for the IDEA. They, along with parents, advocates, and state and local personnel, will acknowledge progress made as well as consider adjustments to the statute in order to address the challenges in implementing the law across our nation. The promises, hopes, dreams and intended results of IDEA are poised to become a reality for all in need through the dedication, partnerships, use of new knowledge and resources, and hard work of America's citizens.

> *Across America, there are countless classroom heroes who are helping children beat the odds. Every child deserves to realize his or her*

dreams. From the crib to the classroom, it is essential that children have parents, teachers and others in their lives who prepare them for success in school and in life. ...Each of us has a duty to help our children achieve their full potential. By working together, we can shape the destiny of America's children with our hands and hearts.

– First Lady Laura Bush, speaking at the White House Summit on Early Childhood Development, July 2001

References

Clinton, W.J. (June 4, 1997). President's Remarks at IDEA 97 Signing Ceremony, The White House, Washington, D.C.

Danaher, J. (Ed.). (2002). Part C updates. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

Danaher, J., & Kraus, R. (Eds.). (2002). Section 619 profile, Eleventh edition. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

OSERS. (2000). The IDEA 1975-2000: Lessons for all. Washington, D.C.: U.S. Department of Education.

The Individuals with Disabilities Education Act 20 U.S.C. §§1400-1487 (2000).

Additional Resources

Web sites related to the IDEA:

- ★ www.ed.gov/offices/OSERS/IDEA/
- ★ www.nectac.org
- ★ www.ideainfo.org
- ★ www.nichcy.org

An informative CD-ROM, entitled *Discover IDEA CD 2002* is available for purchase from the Council for Exceptional Children. Call 888-232-7733 or visit www.cec.sped.org.

Citation

Please cite as:

Trohanis, P. (2002). *Progress in providing services to young children with special needs and their families* (NECTAC Notes No. 12). Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

This document appears at http://www.nectac.org/pubs/pdfs/nnotes12.pdf and updates to the data herein will be announced at http://www.nectac.org/pubs/.

NECTAC Notes No. 12 is an update of NECTAS Notes #7 disseminated in 1996.

About the Author

Pascal (Pat) Trohanis is the director of the NECTAC. His research interests include technical assistance and systems development.

NECTAC Notes is produced and distributed by the National Early Childhood Technical Assistance Center (NECTAC), pursuant to contract ED-01-CO-0112 and no-cost extension of cooperative agreement number H024A-60001–96 with the Office of Special Education Programs, U.S. Department of Education (ED).

Contractors undertaking projects under government are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

Additional copies of this document are available from NECTAC at cost. A list of currently available NECTAC publications can be viewed at our site on the World Wide Web or requested from us. NECTAC is committed to making the information it disseminates fully accessible to all individuals. To acquire this publication in an alternate format, please contact the Publications Coordinator in Chapel Hill.

NECTAC is a program of the FPG Child Development Institute at The University of North Carolina at Chapel Hill. The address is:

Campus Box 8040, UNC-CH
Chapel Hill, NC 27599-8040

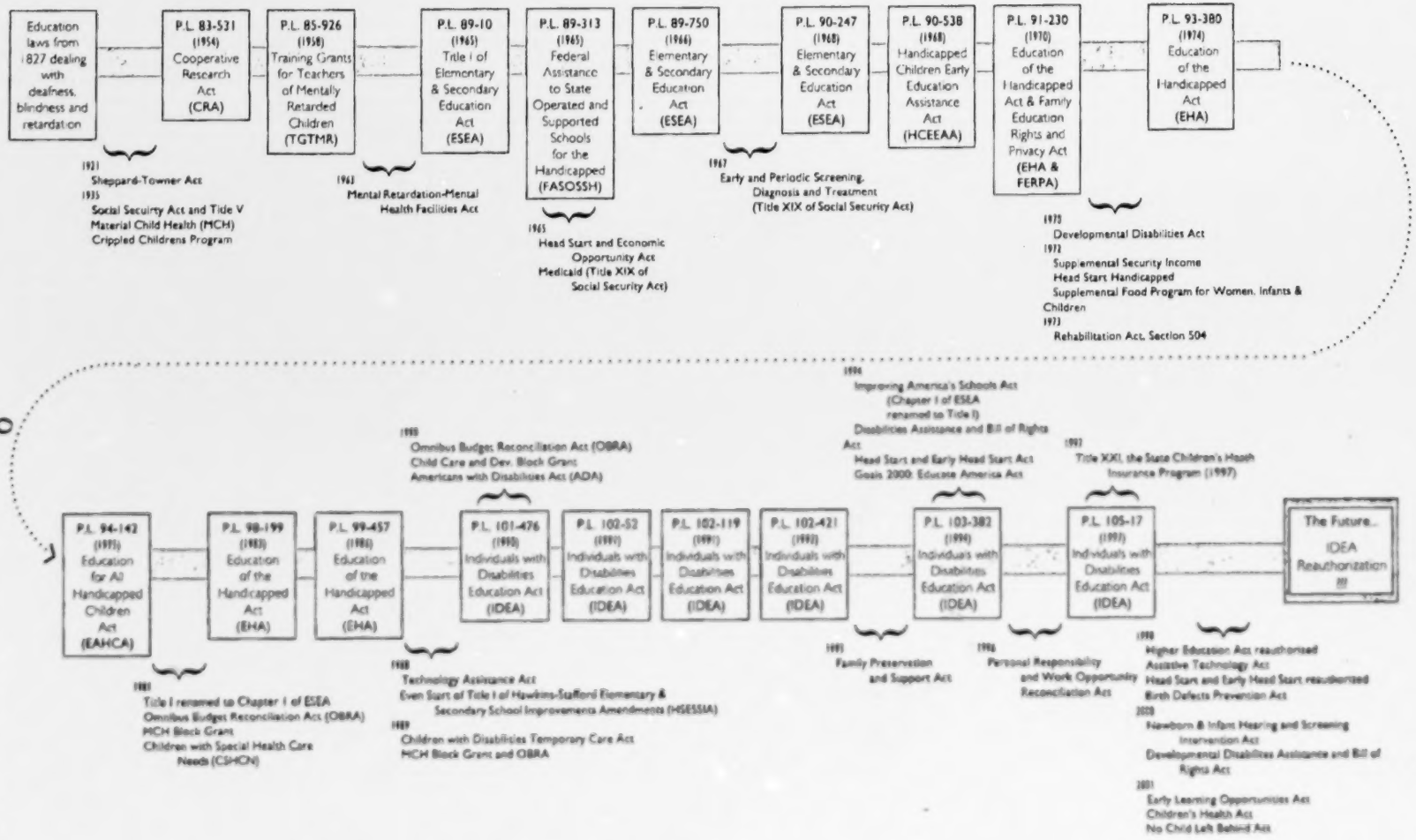
919-962-2001 ★ phone
919-843-3269 ★ TDD
919-966-7463 ★ fax

nectac@unc.edu ★ www.nectac.org

Principal Investigator: Pascal Trohanis
Contracting Officer's Representative at OSEP: Peggy Cvach
Contract Specialist at U.S. ED: Dorothy Hunter
Publications Coordinator: Caroline Armijo

IDEAs that Work
U.S. Office of Special Education Programs

Figure 1
The Historical Evolution of IDEA


Education laws from 1827 dealing with deafness, blindness and retardation
P.L. 83-531 (1954) Cooperative Research Act (CRA)
P.L. 85-926 (1958) Training Grants for Teachers of Mentally Retarded Children (TGTMR)
P.L. 89-10 (1965) Title I of Elementary & Secondary Education Act (ESEA)
P.L. 89-313 (1965) Federal Assistance to State Operated and Supported Schools for the Handicapped (FASOSSH)
P.L. 89-750 (1966) Elementary & Secondary Education Act (ESEA)
P.L. 90-247 (1968) Elementary & Secondary Education Act (ESEA)
P.L. 90-538 (1968) Handicapped Children Early Education Assistance Act (HCEEAA)
P.L. 91-230 (1970) Education of the Handicapped Act & Family Education Rights and Privacy Act (EHA & FERPA)
P.L. 93-380 (1974) Education of the Handicapped Act (EHA)
1921 Sheppard-Towner Act
1935 Social Security Act and Title V Material Child Health (MCH) Crippled Childrens Program
1963 Mental Retardation-Mental Health Facilities Act
1965 Head Start and Economic Opportunity Act Medicaid (Title XIX of Social Security Act)
1967 Early and Periodic Screening, Diagnosis and Treatment (Title XIX of Social Security Act)
1970 Developmental Disabilities Act
1972 Supplemental Security Income Head Start Handicapped Supplemental Food Program for Women, Infants & Children
1973 Rehabilitation Act, Section 504
P.L. 94-142 (1975) Education for All Handicapped Children Act (EAHCA)
P.L. 98-199 (1983) Education of the Handicapped Act (EHA)
P.L. 99-457 (1986) Education of the Handicapped Act (EHA)
P.L. 101-476 (1990) Individuals with Disabilities Education Act (IDEA)
P.L. 102-52 (1991) Individuals with Disabilities Education Act (IDEA)
P.L. 102-119 (1991) Individuals with Disabilities Education Act (IDEA)
P.L. 102-421 (1992) Individuals with Disabilities Education Act (IDEA)
P.L. 103-382 (1994) Individuals with Disabilities Education Act (IDEA)
P.L. 105-17 (1997) Individuals with Disabilities Education Act (IDEA)
The Future... IDEA Reauthorization !!!
1981 Title I renamed to Chapter 1 of ESEA Omnibus Budget Reconciliation Act (OBRA) MCH Block Grant Children with Special Health Care Needs (CSHCN)
1988 Technology Assistance Act Even Start of Title I of Hawkins-Stafford Elementary & Secondary School Improvements Amendments (HSESSIA)
1989 Children with Disabilities Temporary Care Act MCH Block Grant and OBRA
1990 Omnibus Budget Reconciliation Act (OBRA) Child Care and Dev. Block Grant Americans with Disabilities Act (ADA)
1994 Improving America's Schools Act (Chapter I of ESEA renamed to Title I) Disabilities Assistance and Bill of Rights Act Head Start and Early Head Start Act Goals 2000: Educate America Act
1997 Title XXI, the State Children's Health Insurance Program (1997)
1993 Family Preservation and Support Act
1996 Personal Responsibility and Work Opportunity Reconciliation Act
1998 Higher Education Act reauthorized Assistive Technology Act Head Start and Early Head Start reauthorized Birth Defects Prevention Act
2000 Newborn & Infant Hearing and Screening Intervention Act Developmental Disabilities Assistance and Bill of Rights Act
2001 Early Learning Opportunities Act Children's Health Act No Child Left Behind Act

BEST COPY AVAILABLE

Table 1

Minimum Components Under IDEA of a Statewide, Comprehensive System of Early Intervention Services to Infants and Toddlers With Special Needs

(Including American Indian Infants and Toddlers)

1. Definition of developmental delay
2. Timetable for ensuring appropriate services to all eligible children
3. Timely and comprehensive multidisciplinary evaluation of needs of children and family-directed identification of the needs of each family
4. Individualized family service plan and service coordination
5. Comprehensive child find and referral system
6. Public awareness program
7. Central directory of services, resources, and research and demonstration projects
8. Comprehensive system of personnel development
9. Policies and procedures for personnel standards
10. Single line of authority in a lead agency designated or established by the governor for carrying out:
    a. General administration and supervision
    b. Identification and coordination of all available resources
    c. Assignment of financial responsibility to the appropriate agencies
    d. Development of procedures to ensure that services are provided in a timely manner pending resolution of any disputes
    e. Resolution of intra- and interagency disputes
    f. Development of formal interagency agreements
11. Policy pertaining to contracting or otherwise arranging for services
12. Procedure for securing timely reimbursement of funds
13. Procedural safeguards
14. System for compiling data on the early intervention system
15. State interagency coordinating council
16. Policies and procedures to ensure that to the maximum extent appropriate, early intervention services are provided in natural environments

Note: Adapted from the Individuals with Disabilities Education Act, 20 U.S.C. §1435(a) (2000).

Table 2
NECTAC List of Part C Lead Agencies
(Current as of May 2002)

State/Jurisdiction[1,2]	Lead Agency
Alabama	Rehabilitation Services
Alaska	Health and Social Services
American Samoa	Health
Arizona	Economic Security
Arkansas	Human Services/Developmental Disabilities
California	Developmental Services
Colorado	Education
Commonwealth of Northern Mariana Islands	Education
Connecticut	Mental Retardation
Delaware	Health and Social Services
District of Columbia	Human Services
Florida	Health (Children's Medical Services)
Georgia	Human Resources/Division of Health
Guam	Education
Hawaii	Health
Idaho	Health & Welfare/ Developmental Disabilities
Illinois	Human Services
Indiana	Family and Social Services
Iowa	Education
Kansas	Health and Environment
Kentucky	Human Resources/Mental Health-Mental Retardation
Louisiana	Education
Maine	Education
Maryland	Education
Massachusetts	Public Health
Michigan	Education
Minnesota	Education
Mississippi	Health
Missouri	Education
Montana	Public Health and Human Services
Nebraska	Education and Health and Human Services (Co-Lead)
Nevada	Human Resources

[1] Federated States of Micronesia, Republic of Marshall Islands and Republic of Palau are not currently eligible for this federal program.
[2] The Department of the Interior (DOI) receives allocation from the U.S. Department of Education, which then is distributed by DOI to tribes.

New Hampshire	Health and Human Services
New Jersey	Health and Senior Services
New Mexico	Health/Developmental Disabilities
New York	Health/Division of Developmental Disabilities
North Carolina	Department of Health and Human Services/Division of Early Intervention and Education
North Dakota	Human Services
Ohio	Health
Oklahoma	Education
Oregon	Education
Pennsylvania	Public Welfare
Puerto Rico	Health
Rhode Island	Health
South Carolina	Health and Environmental Control
South Dakota	Education
Tennessee	Education
Texas	Interagency Council on Early Childhood Intervention
Utah	Health
Vermont	Education and Human Services (Co-Lead)
Virgin Islands	Health
Virginia	Mental Health/Mental Retardation/Substance Abuse Services
Washington	Social and Health Services
West Virginia	Health and Human Services
Wisconsin	Health and Social Services
Wyoming	Health

Table 3

Early Intervention and Preschool Services Specified Under IDEA

Services provided under IDEA may include, but are not limited to the following:

Under Part C (Birth Through 2 Years)	**Under Part B** (3 Through 5 Years)
Assistive Technology Devices and Services	Assistive Technology Devices and Services
Audiology	Audiology
Family Training, Counseling, and Home Visits	Counseling Services
Health Services to Enable Child to Benefit from Other EI Services	Early Identification and Assessment
Medical Services for Diagnosis or Evaluation	Medical Services for Diagnosis or Evaluation
Nursing Services	Occupational Therapy
Nutrition Services	Orientation and Mobility Services
Occupational Therapy	Parent Counseling and Training
Physical Therapy	Physical Therapy
Psychological Services	Psychological Services
Service Coordination Services	Recreation
Social Work Services	Rehabilitation Counseling Services
Special Instruction	School of Health Services
Speech Language Pathology	Social Work Services in Schools
Transportation and Related Costs	Special Education
Vision Services	Speech Language Pathology
	Supplementary Aids and Services
	Transportation
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. §303.12(d) (2001).	*Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§300.5, 300.6, 300.24, 300.26, and 300.28. (2001).*

Table 4

State Grant Awards Under Parts B and C of IDEA Federal Fiscal Year 2002			
STATE	PART B SECTION 611	PART B SECTION 619	PART C
ALABAMA	119,960,334	5,730,375	6,063,339
ALASKA	22,199,605	1,294,380	2,043,288
ARIZONA	111,045,656	5,545,066	7,868,896
ARKANSAS	71,962,298	5,479,110	3,716,598
CALIFORNIA	781,662,507	39,848,701	49,954,044
COLORADO	94,048,771	5,073,769	6,132,874
CONNECTICUT	89,245,788	5,009,888	4,478,645
DELAWARE	20,345,877	1,287,906	2,043,288
DISTRICT OF COLUMBIA	10,229,967	253,905	2,043,288
FLORIDA	405,878,306	18,917,454	19,235,683
GEORGIA	195,216,655	10,077,250	12,265,577
HAWAII	25,660,148	1,036,577	2,043,288
IDAHO	34,533,972	2,233,491	2,043,288
ILLINOIS	336,446,325	18,041,307	17,822,071
INDIANA	170,853,119	9,088,983	8,666,617
IOWA	82,526,911	4,077,008	3,851,252
KANSAS	70,893,325	4,426,665	3,884,393
KENTUCKY	104,503,321	10,431,998	5,461,452
LOUISIANA	119,376,775	6,628,385	6,549,059
MAINE	36,989,288	2,567,159	2,043,288
MARYLAND	131,443,233	6,824,190	7,162,997
MASSACHUSETTS	191,890,947	10,103,890	8,078,494
MICHIGAN	260,135,764	12,853,643	13,646,869
MINNESOTA	128,321,623	7,587,477	6,710,076
MISSISSIPPI	77,199,160	4,321,339	4,213,822
MISSOURI	153,553,541	6,171,495	7,568,706
MONTANA	23,559,507	1,215,398	2,043,288
NEBRASKA	50,475,888	2,306,907	2,400,219
NEVADA	41,760,879	2,312,229	2,970,642
NEW HAMPSHIRE	32,080,256	1,591,180	2,043,288
NEW JERSEY	244,340,509	11,621,386	11,405,544
NEW MEXICO	61,594,953	3,256,045	2,682,058

STATE	PART B SECTION 611	PART B SECTION 619	PART C
NEW YORK	509,305,853	34,473,989	25,063,710
NORTH CAROLINA	202,724,229	11,554,652	11,179,579
NORTH DAKOTA	16,520,608	839,536	2,043,288
OHIO	288,468,284	12,874,725	15,361,800
OKLAHOMA	98,502,970	3,760,076	4,901,951
OREGON	86,394,113	3,960,512	4,544,414
PENNSYLVANIA	281,508,625	14,293,994	14,662,818
PUERTO RICO	67,879,755	3,273,690	5,986,306
RHODE ISLAND	29,560,959	1,707,269	2,043,288
SOUTH CAROLINA	115,429,949	7,293,431	5,456,933
SOUTH DAKOTA	19,680,342	1,496,640	2,043,288
TENNESSEE	154,805,179	7,049,034	7,697,334
TEXAS	608,102,898	23,676,158	33,464,547
UTAH	68,595,427	3,647,879	4,423,421
VERMONT	15,929,020	892,952	2,043,288
VIRGINIA	181,253,563	9,323,245	9,470,434
WASHINGTON	142,623,221	8,343,791	8,061,958
WEST VIRGINIA	51,337,699	3,558,432	2,068,052
WISCONSIN	140,599,055	9,674,989	6,961,718
WYOMING	16,711,120	1,090,450	2,043,288
AMERICAN SAMOA	5,236,455	0	616,106
GUAM	12,651,196	0	1,364,398
NORTHERN MARIANAS	3,229,191	0	410,078
PALAU	0	0	0
VIRGIN ISLANDS	9,591,474	0	803,624
BUR. OF INDIAN AFFAIRS	79,377,301	0	5,148,148
OTHER*	22,579,306	0	0
TOTAL	7,528,533,000	390,000,000	417,000,000

Data as of July 10, 2002.

*Amounts include funding for studies, evaluation and a financial competition for Pacific Basin entities.

U.S. Department of Education. (July 10, 2002). *Funds for state formula-allocated and selected student aid programs, by program,* 28-30. Retrieved August 15, 2002, from http://www.ed.gov/offices/OUS/Budget03/3StateTables/index.html

Table 5
Free Appropriate Public Education

The school year in which states ensured Free Appropriate Public Education (FAPE) for all children with disabilities, beginning at 3 years of age.

1973-1974	Illinois	1989-1990	Idaho
	Michigan		Palau
	Wisconsin		
		1990-1991	Montana
1974-1975	Alaska		Nevada
	Texas		Northern Mariana Islands
			Wyoming
1975-1976	Iowa		
	Virginia	1991-1992	Alabama
			Arizona
1976-1977	Massachusetts		Arkansas
	Rhode Island		California
	South Dakota		Colorado
			Connecticut
1977-1978	American Samoa		Delaware
	Louisiana		Florida
	New Hampshire		Georgia
			Indiana
1978-1979	Maryland		Kansas
			Kentucky
1979-1980	Nebraska		Maine
			Marshall Islands
1980-1981	Hawai'i		Mississippi
			Missouri
1981-1982	Guam		New Mexico
	Virgin Islands		New York
			North Carolina
1983-1984	District of Columbia		Ohio
	New Jersey		Oklahoma
			Pennsylvania
1985-1986	North Dakota		South Carolina
	Puerto Rico		Tennessee
	Washington		Vermont
			West Virginia
1986-1987	Minnesota		
		1992-1993	Oregon
1987-1988	Bureau of Indian Affairs[1]	1993-1994	Department of Defense (overseas)
			Federated States of Micronesia
1988-1989	Utah		

1 BIA is no longer responsible for assuring FAPE for preschool children with disabilities.

Figure 2

Comparison of Growth in 619 Preschool Program with Federal 619 Appropriations

Key:

Dollars (millions) appropriated for distribution to states

Children (thousands) receiving FAPE on December 1 of each federal fiscal year

$ Per child allocation of 619 dollars

Federal fiscal year — For example, in FFY 1986, 261,000 children were reported to be receiving services as of December 1, 1985.

FFY	'77	'86	'87	'88	'89	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01
Dollars (millions)	12	28	180	201	247	251	292	320	326	339	360	360	360	374	374	390	390
Children (thousands)	197	261	265	288	323	352	369	398	430	479	528	549	562	572	573	587	599
$ Per Child	63	110	679	697	769	713	797	803	750	707	683	656	641	654	653	664	650

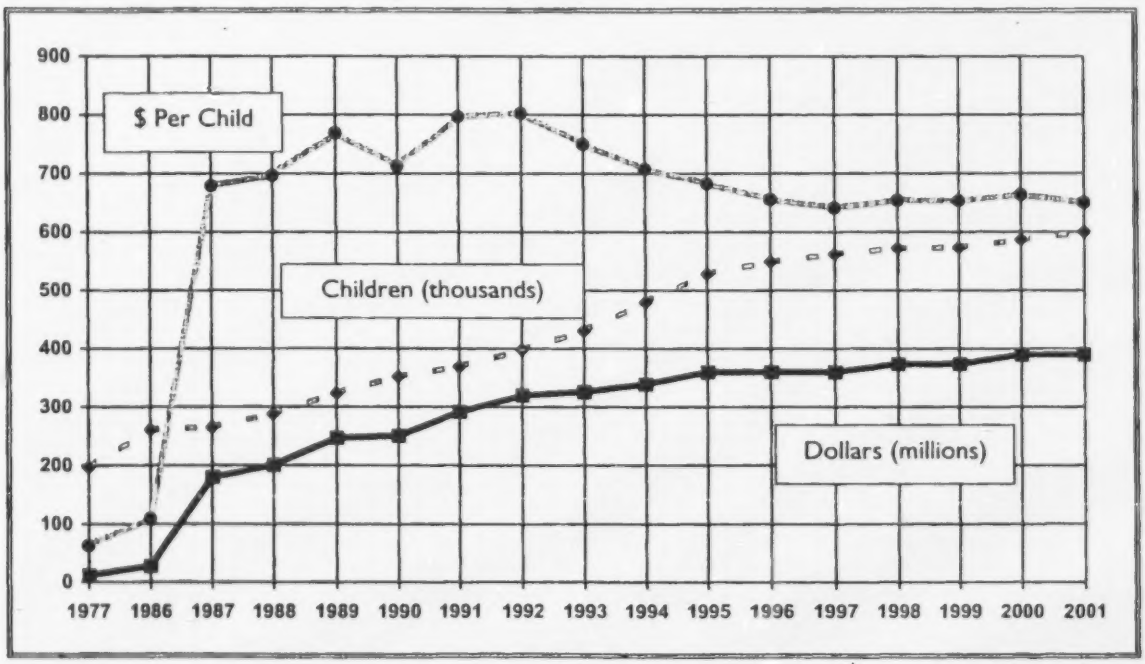


Figure 3

OSEP Early Childhood Programs and Projects Under IDEA

as of March 2002

Purpose

To assist in developing and implementing more and better services for young children (birth through 5 years of age) with disabilities and their families through implementation of the Individuals with Disabilities Education Act (IDEA)

State Grant Programs

Program for Infants and Toddlers With Disabilities — Part C

Participating: 50 states, American Samoa, District of Columbia, Guam, Northern Mariana Islands, Puerto Rico, Virgin Islands, and the Bureau of Indian Affairs

★ Develop state early intervention system
★ Provide comprehensive early intervention services for children, birth through 2 years, with disabilities

Preschool Grants Program — Section 619 of Part B

Participating: 50 states, District of Columbia, and Puerto Rico

★ Provide free appropriate public education for children, ages 3 through 5 years, with disabilities

Selected Projects & Institutes[1] (Part D)

Demonstration Projects *(n =32; funding: 4 years)*

★ Development, demonstration, and dissemination of innovative service models, methods, and materials, includes 6 child find demonstrations

Outreach Projects *(n = 35; funding: 3 years)*

★ Stimulation of quality services through model replication, training, consultation, product development, and capacity building

Personnel Preparation Projects *(n = 97; funding: 3-5 years)*

Research Projects *(n =50; funding: 1-5 years)*

★ Production and advancement of the use of knowledge to improve the services provided under IDEA

Research Studies, Institutes, and Centers *(n = 10; funding: 2-5 years)*

★ Institute on Technology in Early Intervention
★ Early Intervention Longitudinal Study
★ Research and Training Center on Early Childhood Development
★ Service Coordination Research and Training Center
★ Center for Early Intervention Professionals in Hearing Impairment, Including Deafness
★ Early Intervention Training Center for Visual Impairments/Blindness
★ Center for Evidence-Based Practice: Young Children with Challenging Behavior
★ Family Center on Technology and Disability
★ Study of Personnel Needs in Special Education
★ Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act

TA & Dissemination Projects Addressing Early Childhood *(n =30; funding varies)*

★ The National Early Childhood Technical Assistance Center
★ Clearinghouses, Partnerships, and other Projects
★ Regional Resource Centers

General Supervision Grants *(n = 24; funding: 1 year)*

State Improvement Grants *(n = 31 with early childhood initiatives; funding: 4-5 years)*

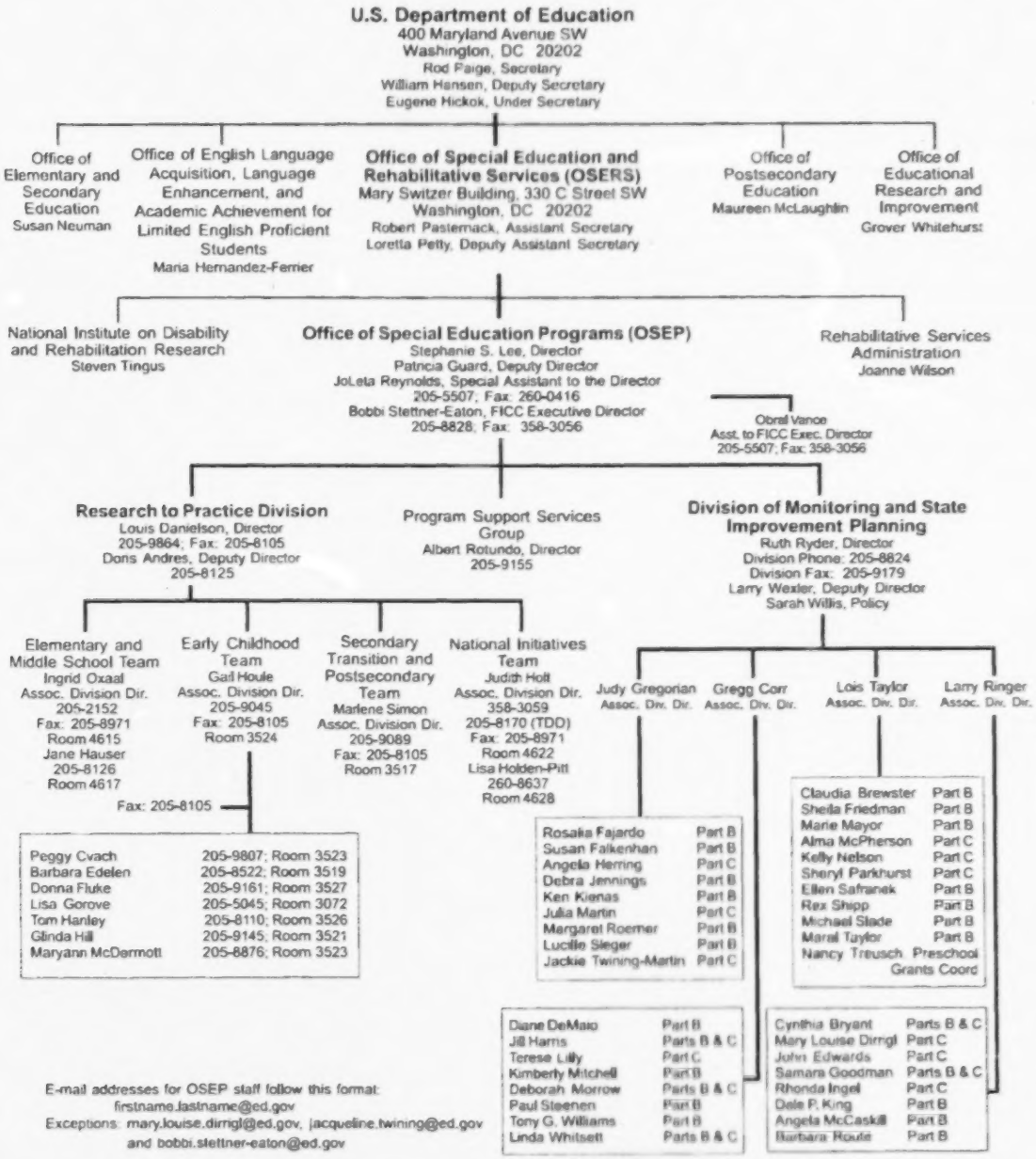
Congressionally Mandated Activities *(n = 3; funding: 1 year)*

[1] Data from the ERIC/OSEP Special Project's database at http://www.cec.sped.org/osep/database/, projects that include a focus on, or activities supporting, the early childhood provisions of IDEA

Figure 4

U.S. Department of Education Organization Chart

(Abbreviated as of August 14, 2002, All phone and fax numbers are in area code 202)



Prepared by the National Early Childhood Technical Assistance Center 8/14/02
Page 1 of 2

BEST COPY AVAILABLE

OSEP Cross-Division Preschool Workgroup

Gregg Corr
Peggy Cvach
Mary Louise Dirrigl
Rosalia Fajardo
Samara Goodman
Judy Gregorian
Jill Harris
Lisa Holden-Pitt
Gail Houle
Julia Martin
Kelly Nelson
Larry Ringer
Margaret Roemer
Ruth Ryder
Bobbi Stettner-Eaton
Lois Taylor
Nancy Treusch *(Convener)*
Larry Wexler
Linda Whitsett
Sarah Willis

OSEP Early Childhood Liaison Group

Peggy Cvach *(Contracting Officer's Representative/Convener)*
Donna Fluke
Jane Hauser
Gail Houle
Julia Martin
Nancy Treusch
Sarah Willis

E-mail addresses for OSEP staff follow this format:
firstname.lastname@ed.gov
Exceptions: mary.louise.dirrigl@ed.gov, jacqueline.twining@ed.gov
and bobbi.stettner-eaton@ed.gov

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").